

Reflection on SALT Training- January 2010

I participated in a training on using the Systematic Assessment of Language Transcripts, otherwise known as SALT, and then I worked with a group of speech language pathologists to implement the use of SALT (2010). SALT (2010) provides an electronic approach to analyzing language samples to measure language performance in context. I felt this was an excellent way to immerse myself into the technology while also helping others. I assisted other speech pathologists in entering real language samples obtained from their students into the program and showed them how to pick the analysis tools available. Using this program, speech pathologists have the option to compare the language samples of their students to other typically-developing children of the same age and ethnic background. Language samples can also be compared to language samples obtained from students of different ages and ethnic backgrounds. Using SALT, we were able to evaluate student language performance for many students.

I was pleased to see how easy the SALT program is to use and how easy it was to teach others to use. This program will be essential to speech pathologists in analyzing language samples adequately. It will save lots of time on analyzing samples and provide more consistent results that will lead to more appropriate speech and language goals for students who need them. All of the speech pathologists I worked with were extremely excited about SALT and wanted to start using it with their students who required a re-evaluation as soon as possible. Providing this just-i-time training is a great way to ensure that the speech pathologists will use this technology when they get back to their individual campuses with their individual students (Mouza, 2002/2003). Many of us agreed that since this program is available, we will begin obtaining and analyzing more language samples which will benefit our students. The collaboration between the participants was extremely beneficial to the group. We were able to help each other

determine which variables were important to include in the comparative sample and give rationale. I found that actually providing the training to others helped me to learn the program more efficiently which led to me being able to use it more effectively.

This activity helped me to meet the standard relating to applying technology to facilitate a variety of effective assessment and evaluation strategies (Williamson & Redish, 2009).

References

- Mouza, C. (2002/2003). Learning to teach with new technology: Implications for professional development. *Journal for research on technology in education*, 35(2), 272-289.
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- Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards*. Washington, D.C.: International Society for Technology in Education.